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ABSTRACT

This unit was designed by a certified Media and Social Studies teacher to help middle school students in Prince George's County, Maryland, plan a trip to East Africa and specifically to Kenya and Tanzania. Each school has a 90 percent African American student population in grades seven and eight, and both are magnet schools. The teacher has had a longstanding interest in bringing Africa into the social studies curriculum. By using geography, economics, and language skills, students educate themselves and experience social studies in a fresh manner. The paper provides guidelines for middle school teachers in methods of social studies application and gives specific information on planning and implementing the African trip. Specific information concerns activities, goals and objectives, a general overview, procedures, support resources, a model for student activity, Swahili vocabulary terms, and a list of African wildlife. (DB)

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TEACHER USE OF ECONOMICS AND CULTURAL GEOGRAPHY FOR A MIDDLE SCHOOL SOCIAL STUDIES CLASS:

Planning a Trip to Kenya and Tanzania

by

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Abstract

This curriculum unit is designed for two middle schools in Prince George's County, Maryland. Each middle school has a 90%+ African-American student population in grades seven and eight. Both are magnet schools, one a humanities magnet, the other a science magnet.

The author is the Media Generalist at both schools and certified in both Media and Social Studies, and has been recognized for her contributions for African studies through publication and awards. She has held an interest in Africa for over a decade and continues to offer ideas for bringing Africa into the classroom through the social studies curriculum.

In this unit, students will plan a trip to Kenya and Tanzania. Questions to answer throughout the planning are drawn from: map study, language development, population diversity, environmental focusing, and cultural identification.

§§§

Grade Level:

Middle School

Activity:

Student planning of a trip to Kenya and Tanzania, using geography, economic, and language skills to educate themselves and to experience social studies in a fresh, vivid manner.

Goals and Objectives:

To learn what is required when one plans travel to another part of the world can be used to create awareness through middle school instruction;

To address a middle school class concerned with social studies;

To recognize that social studies can be applied to real-life experiences.

General Overview:

An increased effort by middle school instructors to include students in social studies application, should include reading and composition, in that, when students are actively engaged in planning -- developing their own research -- their interest in the social sciences broadens. Students must search for information and develop answers to questions posed by the teacher. The teacher will direct an integrated experience in composition and research, as well as, summarization of material and concepts to be learned.

The teacher will point out that planning a trip is part of the social sciences, that it includes economics and cultural geography, and that it is a record of personal growth through knowledge of other peoples and places.

After completing the research, the students will organize their findings in the form of a travel guide, using critical and creative thinking skills. The teacher will present the final draft for discussion, demonstrating acceptance of cooperative interpretation.

Procedures:

1. Teacher focuses student attention through presentation of of statistics of tourist travel to East Africa, and discusses why so many tourist want to travel there. (Contact Kenya and Tanzania embassies in Washington, DC.. Request tourist statistics, as well as, visa/passport, currency, health, and other travel/ visitor requirements.)
2. Teacher will list objectives for students to copy, i.e., I will plan a trip to the countries of Kenya and Tanzania; I will prepare a map of Kenya and of Tanzania; I will identify and learn words needed for travel in East Africa; I will identify cultural similarities and differences among Kenyans, Tanzanians, and U.S. Americans; etc..
3. Teacher will read stories about safari in East Africa. (Contact the Librarian for a bibliography.)
4. Teacher requests student questions in order to know that students are ready for independent and cooperative practice.

5. Students will be grouped according to interest, i.e., Group 1 = map making, Group 2 = travel agency research, Group 3 = Embassy and State Department correspondence, Group 4 = culture and language studies.
6. Assessment is arrived through collection/review of group planning and research; review of completed travel guide, edited by teacher for rewrites and then distribution to class.

Support Resource:

Dr. Kofi Glover, University of South Florida, African Studies, SOC 107, Tampa, FL 33620, 813-974-2427, has planned several trips to East Africa.

Lion's Safari International, PO Box 999, Arusha, Tanzania.

How Evaluated at Your School:

Teacher

Chairperson

Social Studies Supervisor

Person willing to discuss the program in more detail:

Dr. Karen Lynn

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The following is an outline model for student activity based upon the preceding discussion:

Bringing Africa into the classroom through social studies:

Map skills: Map of Africa, of East Africa, of Kenya, of Tanzania, of Africa and US compared, of wildlife of East Africa, of travel from Atlanta/Amsterdam to Nairobi, of travel to wildlife reserves within each country, etc.

Travel agency research: expenses for air travel, for land travel, taxes, tipping, visa, vaccinations, personal items (camera/film, clothes, toiletries, drugs), customs, insurance, places of interest (Nairobi, Aberdare Country Club, The Ark Hotel, Meru National Park, Mt. Kenya, Mt. Kenya Safari Lodge, Nanyuki, Lake Nakuru, Mara Sarova Camp, Mt. Kilimanjaro, Amboseli, Masai-Mara Game Reserve, Serengeti National Park, Ngorongoro Wildlife Lodge, Rift Valley, Ngorongoro Crater, Olduvai Gorge, Seronera Wildlife Lodge, Lake Manyara Hotel/Park, etc.)

Embassy and US State Department research: Tourist Alerts, visa/passport requirements, rules for visitors to each country, currency regulations, photographing rules, health precautions, tipping, etc.

Culture and language research: European/Black/Asian-Africans, Kikuyu, Chuka dancers, Masai; foods (curried beef, pineapple, tea, coffee, roast pork, eggplant, mango juice, eggs, banana, watermelon, carrots, potatoes, turnips, stewed Topi, etc.); arts (architecture, jewelry,wood carving, crafts, Gallery Watatu -- First Floor, Consolidated House, Standard Street, PO Box 41855, Nairobi, Kenya, African Heritage Ltd.--Kenyatta Avenue, PO Box 17871, Nairobi, Kenya, African Hut Ltd. -- Muindi Mbingu St.,

Nairobi, Kenya, etc.); Swahili.

Swahili

Jina langu (fill in your name)	My name is
Jina la mtu huyu nani?	What is this person's name?
Unatoka wapi?	Where are you from?
Mimi Mwamerika.	I am an American.
Ninatoka nchi ya Afrika.	I am from Africa.
Were Mwafrika?	Are you an African?
Mimi Mwafrika.	Yes, I am an African.
Mti	tree
Kiti	chair
La, mimi si Mwafrika.	No, I am not African.
Unatoka mji gani?	What city are you from?
Unatoka jimbo gani?	What state are you from?
Unatoka nchi gani?	What country are you from?
Ninatoka nchi ya Amerika.	I am from America.
Hiki ni kitu gani?	What is this?
Ni	I
Ninakiu	I am thirsty.
Nitaka	I want.
Kahawa	coffee
Ndiyo	yes
Jooni ya wanawake/wanaume	bathroom of women/men
Barua	letter
Dawa	medicine
Bei gani?	How much?
Sabuni	soap

Chai	tea

Wildlife

elephant	water buffalo
giant forest hog	black eagle
ostrich	bush buck
lion	secretary bird
giraffe	zebra
oryx	rhino
Thompson gazelle	baboon
stork	flamingo
cheeta	wilderbeest
hyena	topi
crowned crane	hippo
leopard	Reticulated giraffe
Grevy zebra	pelican
goliath heron	Saru crane
Egyptian goose	snow goose
black swan	fish eagle
sacred ibis	water buck
red duiker	bongo
starling	reedbuck
impala	oribi
jackal	African hunting dog
bustard	Bateleur eagle
blue monkey	black-faced vervet monkey
African Hoopoe	grey heron

dik dik bush baby

When a man goes on his road he goes with a friend, for he who walks alone has no good fortune

As man goes through life soon he is pierced by the thorn of misfortune

Or the sand-mote enters his eye and he needs a friend to remove it.

Even so do I advise you, the rich man and the poor man join hand across the shroud.

Better a loin-cloth without disgrace than a fine-flowered shawl of shame.

Swahili Traditional